

The master thesis “Media education in the family” discusses media education strategies of parents, or, in other words, parental mediation. This discussion is important because the family, in addition to the school system, is largely responsible for influencing the media literacy of children. The theoretical section of this thesis sums up how this topic was processed in foreign and Czech studies, and describes the main characteristics of parental mediation. Media education strategies of parents are also assessed in connection with the socialization of the child, and with the education and communication styles in family. Frequently, studies describe three types of parental mediation, which are: active mediation, restrictive mediation and social co-viewing. Although these types of mediation were defined mostly in connection with the viewing of television programs, it is possible to transfer these types, with small changes, on to other media, including the internet. The practical part of this thesis contains a qualitative analysis of in-depth interviews with parents who have children between the ages of 12 and 15. The goal of this analysis was to find out what parents think of the relationship between children and media, which strategies of parental mediation they are using, and which conditions and characteristics influence the form and manner of these strategies. We were also interested in determining whether parents have any specific needs regarding their children’s media education. Results from this part of the query might serve as a source of inspiration in defining the form and content of possible methodological materials for parents concerning the media education of their children.